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ABSTRACT

This guide contains information and suggestions intended for the teacher planning an Indian unit or American Indian Heritage Day activities. The first five chapters describe American Indian contributions and influences in foods, design, language, government, pharmaceuticals, art, and sports. The sixth chapter contains 24 sources for these contributions. Three chapters present suggested activities for Native American Day and other celebrations, as well as activities related to Native Americans in the subject areas of art, home economics, language arts, mathematics, music, physical education, science, and social studies. Detailed plans are not included. For specific details or affirmation, it is recommended that teachers consult their Indian education program, resource people, tribal council, or others possessing specific knowledge on the topics. An extensive bibliography section presents fiction, nonfiction, and reference works, including references for selecting books about Native Americans and for incorporating Native materials into the curriculum. Books are separated into two sections, for secondary students and adults and for children. Resources are also listed for specific Montana tribes. Two chapters present a chronology of important dates and the declaration of American Indian Heritage Day in Montana. The final chapter presents the importance of the buffalo to Native Americans, a map of early tribal distribution, and an outline and directions for a Native American education unit. (TD)

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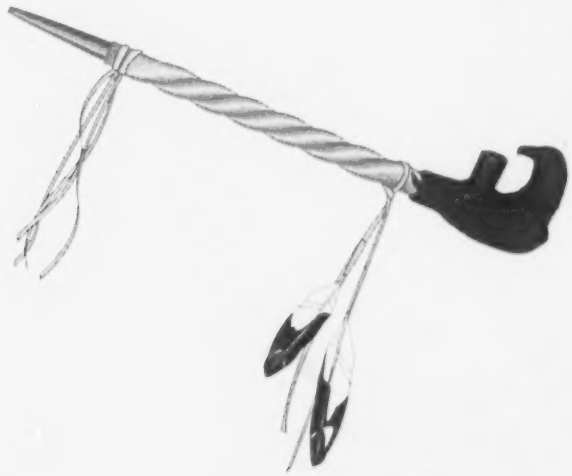
Introduction

The following pages include a collection of information and suggestions which are intended to be of use to the teacher in planning an Indian unit or American Indian Heritage Day activities. It is not a specific guide nor is it all inclusive. It is merely intended to provide the teacher with information and suggested activities to assist and encourage planning. This collection is not in final form; therefore, suggestions and additions are welcomed. Information is intended to inform and stimulate class discussion. The user must also be cautious as not to infer that all Indian people are the same or share the same culture (i.e., Indian sign !anguage, foods, clothing, etc.). They need to refer to specific tribes or culture areas, as not to mislead or perpetuate misconceptions about the Native American.

The booklet includes a section of suggested activities in the subject areas of art, home economics and foods, language arts, mathematics, music, physical education, science and social studies. It also contains a section of suggested activities for Native American Day and other celebrations. The teacher may wish to seek out individuals with expertise to help plan or demonstrate activities.

If there is concern about community acceptance of a particular activity, the teacher may want to contact the local tribal council or Indian education program for clarification.



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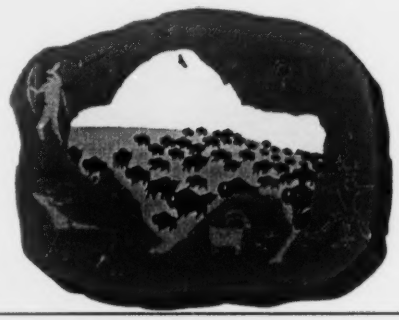
Contributions of Indians of the Americas

Many students, as well as adults, do not know of the many contributions made by the Indians of the Americas to the American way of life. The contributions cover a wide spectrum of American culture and have been used for several thousand years by the natives of North, South and Central America. It is most important that children be made aware of such information, not only to erase generalizations and stereotypes, but also to make them more aware of the importance of the American Indian contributions in historical and contemporary America.

Foods & Medicines

Acorn Flour
Artichoke
Asparagus
Avocados
Beans (14 varieties)
Birch Beer
Blueberries (many varieties)
Boston Baked Beans
Cantaloupe
Cascara
Cashews
Cassava (tapioca)
Cattail Root Flour
Chewing Gum (Chicle)
Chicory
Chocolate (Cacao)
Clam Bakes
Cocaine
Corn
Corn Syrup
Corn Starch
Cranberries
Cucumbers
Currants
Curare
Dahlia
Dandelion Greens
Dewberries
Food Preservation
Garlic
Gooseberries
Green Beans
Green Peppers
Guinea Pigs
Hickory Nuts
Hominy
Huckleberries
Ipecac
Jerky
Lambs Quarters
Leeks
Manioc
Maple Sugar & Syrup
Marigolds
Melons
Milkweed Greens
Mincemeat
Mint Flavorings
Mustard Greens
Nut Oils
Nuts (several varieties)
Passion Fruit
Papaya
Paprika
Paw Paw Juice (tenderizer)
Peanuts
Peas
Pecans
Pemmican
Peppers

Persimmons
Petroleum Jelly
Petunia
Pinkroot
Pineapples
Pomegranate
Popcorn
Porcupine
Potatoes (white and sweet)
Puffballs
Pumpkins
Quinine
Quinoa Grain
Rabbit
Red Peppers
Root Beer
Sassafras Tea
Sea Food (several kinds)
Service Berries
Smoked Meat
Squab
Squash
Succotash
Sunflower Seeds & Oil
Tapioca
Tortillas
Turkeys
Vanilla
Venison
Water Cress
Watermelon
White & Yellow Cornmeal
Wild Apricots
Wild Blackberries
Wild Grapes
Wild Mint
Wild Onion
Wild Raspberries
Wild Rice
Wild Strawberries
Wintergreen Oil
Witch Hazel
Yams
Zucchini



Products

Asphalt
(baby carriers)
Buffalo
Canoe
Chilies
Cigars
Cocaine (medicinal purposes)
Coonskin Cap
Cotton - long strand
Cotton Oil
Cradle Boards
Dog Sleds
Ecological Practices
Fertilizer
Fringed Buckskin Jacket
Fur Trapping Techniques
Hammock
Indian Trails
Irrigation Techniques
Kayak
Lacrosse
Llamas
Moccasins
Mukluks
Parkas
Pipe Smoking
Ponchos
Quinine
Rubber
Sisal
Snowshoes
Tar
Tipi
Tobacco
Toboggan
Tomahawk
Travois

New World Exports That Transformed The World

- Over 60 percent of the foods we use today were eaten by Indian people several thousand years ago.

- Prior to European contact, the Indians of the Americas (North, South and Central), cultivated and utilized all of the following products as well as many others not listed for centuries. Many of these products produced major transformations upon the Old World (Europe, Asia and Africa) diet and economy.

- Of the 13 major food plant staples, the Native Americans of North and South America domesticated and cultivated six: maize, common brown beans, peanuts, potatoes, sweet potatoes and cassava.

Your challenge: To research one or more of the following to discover how these products contributed to transformations throughout the world.

Avocado—Given the name "alligator pear" by the English, the avocado only recently gained popularity as a nutritious fruit.

Bean—Cultivated in the New World in numerous varieties, many now have very un-American names.

Berries—Forty-seven types of American berries were introduced to the world.

Cassava (tapioca)—The main ingredient in baby food and puddings today, it became a critical crop for famine prevention in Africa.

Chile—Rubbery sap from the sapodilla tree chewed by Mexican Indians; in 1880s mixed with large amounts of sugar by a New York factory to make chewing gum.

Chocolate—Cultivated by the Aztecs, the cacao bean was originally enjoyed by the Spanish for its narcotic effect. Aztecs liked to drink hot chocolate made from the cacao bean and used extracted vanilla from the pods of a flower in the orchid family. The word *chocolate* comes from the Aztec word *Xocoatl*.

Cochineal (red dye)—Extracted from female insects, it became a staple of the British textile industry in the 16th century.

Cotton—Long strand American cotton far surpassed Old World cotton and transformed the textile industry. Long strand cotton of the New World could be woven into cloth where Old World cotton was too short.

Dyes—Hundreds of very colorful dyes were made out of roots, bark, pine needles, cactus, fruits, clay, berries and walnut shells.

Egave Plant—The fibers of this plant provided material to make ropes.

Maize (corn)—One of the staple foods of the world today, it was originally used by Old World farmers to feed their animals. The first "instant" cereal was made from dried corn.

Maple Syrup—Tapped by native peoples from maple trees, it was a popular addition to the diet.

The native people developed a method of extracting sap from the maple trees by boiling it to convert it to maple syrup. Some tribes today still used this method.

Medicine—The Indians used at least 60 plants in drugs; among them were chonabark (source of quinine), cascara sagrada (a laxative), datura (a pain-reliever) and ephedra (a nasal remedy).

Potatoes—Produced in over 1,000 varieties for thousands of years by native peoples, they even dehydrated veggies as a way of preserving them for several years. Potatoes have become a staple food of the world.

Rubber—Used for many purposes by native peoples for centuries before Good Year discovered its qualities in the 1800s.

Sisal (cord)—From the Agave plant; used to make rope rugs and rough bags.

Succotash—Was made from corn, beans and squash.

Squash—One of the few New World foods that retained the Indian name from the Massachusetts Tribe of northeastern United States.

Sugar cane—Mostly widely cultivated and lucrative of New World plantation crops.

Sunflower—A source of edible oil, it was one of the most important New World plants to Russia besides the potato.

Tobacco—First of the New World drugs to be widely accepted in the Old World.

Tomato—Contributed to the transformation of Italian and Spanish cuisine. It came from Aztec word "tomatil." At first, Old World people thought tomatoes were poisonous, but later found them to be an important part of their diet.

Vanilla—Native peoples fertilized the plant by hand and aged the flower pods four to five months before processing.

Native American Influences

1. Indians served as guides in the early exploration of this hemisphere. Their trails became the roads and railroads over which the settlers advanced in search of new homes.
2. The log cabin was an adaptation of the Indian log or longhouse.
3. Sites of Indian villages advantageously located on waterways and trails became trading posts, then villages. Later, they became the modern cities of Chicago, Detroit, St. Louis, Kansas City, Pittsburgh, Pocatello and countless others.
4. Fur traders visited Indian villages and held rendezvous. Their reports encouraged the land hungry and adventurous people to move farther and farther inland.
5. The Indians assisted the English, French, Spanish and peoples of other European countries in the struggle for control of the new country.
6. The Indian has been immortalized in song, painting, art and sculpture.
7. Symbols such as the totem pole, thunderbird, sun and teepee, as well as the Indian's love for color have had a prominent place in developing modern design.
8. Indian knowledge of areas where fine clays, used in making pottery and china, was passed to the Europeans and this was the beginning of the manufacturing of fine porcelain ware.
9. Indians cultivated and developed many plants that are very important in the world today. Some of them are white and sweet potatoes, corn, beans, tobacco, chocolate, peanuts, cotton, rubber and gum. Plants were also used for dyes, medicines, soap, clothes, shelters and baskets.
10. Many places in the United States have names of Indian origin. Approximately half of our states have Indian names.
11. Some Idaho names of Indian origin include: Pocatello, Tendoy, Bannock, Camas, Lemhi, Shoshone, Inkom, Kamiah, Potlatch, Nez Perce, Oneida and Minidoka.
12. Countless Indian words have become a part of the English language. Some sample words are barbecue, cannibal, caribou, chipmunk, chocolate, cougar, hammock, hurricane, mahogany, moose, opossum, potato, skunk, squash, toboggan and woodchuck.
13. Games and recreational activities developed by Indians include: canoeing, tobogganing, snowshoeing, LaCrosse, cat's cradle and bull roar.
14. Indians also have contributed a great deal to farming methods. The white settlers in colonial America might have starved if they had not copied Indian farming methods. At least one tribe, the Pima, had a well-developed irrigation system.
15. Benjamin Franklin said that our idea of the federal government, in which certain powers are conferred on a central government, and all other powers reserved to the states, was borrowed from the system of government of the Iroquoian League.
16. Indians were loyal in supporting the United States as shown by the high ratio of enlistments during the wars. The Navajo Code Talkers, with the Signal Corps during World War II, is an outstanding example.

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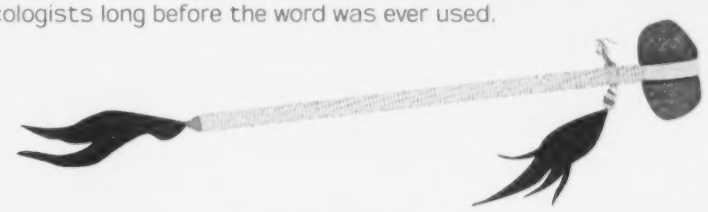
Native American Contributions– More Than Bows and Arrows

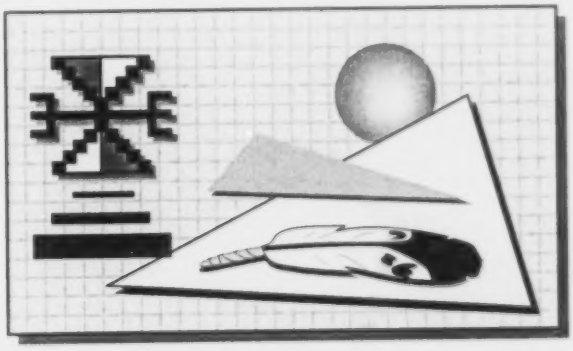
- People of today have just begun to think about this. The Native Americans have always had a deep respect for the land. There was a love of every form of life. The Native Americans did not kill anything they could not use. They never killed an animal or a fish for the sport of it. Fishing and hunting were a way to survive. The Native Americans lived in harmony with nature and did not abuse the natural world. Native Americans were ecologists long before the word was ever used.



- Even though many of them were not even citizens, more than 8,000 Native Americans volunteered and served during World War I. Well over 24,000 served during World War II. Native Americans won every medal awarded during war time, including the Medal of Honor. One of the most notable contributions during World War II was the service of the Navajo Code Talkers, a special group of volunteers who did top-secret work using a secret code in Navajo that could not be broken.
- Many Native Americans have made names for themselves, as well as many contributions in a myriad of fields including medicine, politics, athletics and show business. Jim Thorpe (athlete), Billy Mills (athlete), Johnny Bench (athlete), Charles Curtis (vice-president of U.S.), Maria Tallchief (ballerina), Murt McCluskey (educator) Johnny Cash (entertainer), Buffy St. Marie (musician), Will Rogers (entertainer), Floyd Westerman (entertainer), N. Scott Momaday (author), Rodney Grant (actor) Shania Twain (singer), James Welch (writer), Exit (rock group), Fritz Schoelder (artist), Kevin Red Star (artist), Will Sampson (actor), Ben Night Horse Campbell (U.S. Congressman), Wilma Mankiller (activist), Carlos Nakai (musician), Tim Giago (newpaper editor), Jack "Jocko" Clark (admiral U.S.Navy), Graham Greene (actor), Wes Studi (actor), Chief Oren Lyons (Tribal Chief), and Rosalie Jones (dancer).
- These are but a few. With some research, the list could be extended to include someone in every area and walk of life.
- Over half of the present world's food supply comes from the American Indians' agriculture, primarily consisting of corn and so-called "Irish" potatoes.
- Thousands of American Indian names dot our maps, states, cities, counties, lakes, mountains and rivers, and hundreds of Indian names are used as trade names for modern manufactured products, etc. Imagine an Italian cuisine without tomatoes. Indian art, designs and styles have strongly influenced modern design, architecture and music.

- Modern youth groups such as Boy Scouts, Girl Scouts, Campfire Girls and the YMCA Indian Guides all include programs based largely on Indian lore, arts and crafts, character building and outdoor camp craft living.
- Past American civilizations (Inca, Mayan, and Aztec), plus the Iroquois Confederacy, have influenced our very form of democratic government. The Iroquois Confederacy was copied by Benjamin Franklin when he drafted the Federation of States. Truly, we may state our form of government is "American."
- Besides the recognized contributions such as corn, squash, etc., the most important contribution is the Indian's value system. They placed emphasis and importance on: respect for Mother Earth (Ecology), respect for fellow man (no prejudice), respect for the Great Spirit (God), generosity, sharing, honest leadership selection, bravery, courage, respect for the aged, family tradition, no religious animosity, no major wars, (no Indian nation destroyed another), no tranquilizers, drugs, alcohol, ulcers, no poor, no rich, no insane asylums, no jails, prisons, taxes, and no complete annihilation weapons (Hydrogen bomb).
- The Natives used several types of boats, which included: long canoes (which held over 60 people), Eskimo Kayaks and Umiaks, buffalo hide boats, boats with hand-held sails, and the Andes reed boats of South America. The Native used tar to waterproof roofs, baskets, tarps and canoes.
- Toothbrushes were made from sticks of the flowering dogwood tree.
- Anthropologists and natural scientists indicate that pre-Columbian Americans had complex medical practices that combined a knowledge of drugs with physical and psychological treatments. They made wide use of anesthetics, narcotics, cathartics, emetics, febrifuges, as well as psychotherapy and drugless therapy.
- Medicines were made from roots and leaves. They included quinine water for fevers, willow bark for headaches, evergreen bark tea for vitamin C deficiency, and chewed spruce cones to soothe sore throats. They also discovered ways to keep bacteria from causing infection when performing surgery.
- Most tribes practice some form of population control. Oral contraceptives were used centuries ago by some tribes.
- Cradle boards, used by Native women to carry their babies, are still in use today, especially among the Navajo women.
- Decoy ducks were used by Native Americans over 1,000 years ago.
- Drums, flutes and whistles were used to make musical sounds. They symbolized the heartbeat of the earth.
- The Mayan number system was based on the number 20 instead of 10. Some northeastern tribes recorded treaties by creating symbols on a large belt made of seashells, called a Wampam Belt.
- The Aztec Calendar was based on a repetitive cycle of 52 years that was based on earlier Mayan calendars. Over 1,300 years ago, the Mayans knew the length of the lunar month to be 29 days, 12 hours, 43 minutes and 29 seconds. We now know this to be only 34 seconds too short. This illustrates the astronomical knowledge of pre-Columbian peoples. It stands as evidence that the civilization's comprehension of the movement of stars and their relation to the seasons. The *"Medicine Wheel,"* used by plains Indians, suggested a fairly sophisticated understanding of the solstaces and their relation to seasonal changes.

- Even though the Incas did not have wagons, they built over 14,000 miles of roads.
- Over 500 years ago, the Iroquois formed a democratic form of government which guaranteed freedom of speech, religion and the right of women to participate in government. They had a form of representative government where the representatives were chosen on the basis of their ability, which was different from Old World leaders, who were usually born into power.
- The Aztec and Mayan civilizations built enormous pyramids. The *Pyramid of the Sun*, northeast of Mexico City, was about half as high as the great Egyptian pyramid. The rest of the city was laid out in avenues, palaces, waterways, apartment compounds and temples. The city was more than 12 square miles.
- The ancients exhibited an extensive knowledge of engineering, architecture and city planning. These can be seen in their irrigation canals, pueblo high-rises, adobe construction for "air conditioning," stone masonry and other building materials, ceramics and metallurgy.
- The early Native Americans played several hundred kinds of games. Among them were many of the games that are still played today. Some them are: cat's cradle, lacrosse, badminton, dice games, stick and hand games, bow and arrow shooting, darts, a form of soccer, bull roar, spinning tops, ring and pin, hoop and pole games, field hockey and walking on stilts.
- The Indians recognized bat droppings to be a valuable fertilizer.
- The Sweat Lodge, where water was poured over hot rocks and created a steam that made people sweat, was used in purification rituals that helped to cure fevers and other illnesses.
- Incas grew their crops on very steep hillsides by cutting terraces and using irrigation.
- Many different kinds of pipes were made, decorated and used by many tribes. They used them for smoking, religious ceremonies, and as a form of friendship and greeting.
- Most people are not aware that it was the Native Americans who proposed that the 13 colonies form a union. A Chief named Canassatego advised Ben Franklin and other Colonists to establish a confederation like the Iroquois League. Franklin's press published records of the Iroquois council meetings and admired the way they practiced the democratic process. Franklin wanted to unite the colonies in a council similar to the Iroquois.
- The United States Pharmacopoeia lists over 150 drugs used now which were used in Native American medicinal practices.



State Names and Other Native American Words

Alabama—From alibamu, the name of a Muskogean tribe meaning "those who clear the land for agricultural purposes."

Alaska—From the Aluet word "Alaxsxaq" designating their land.

Arizona—From Papago word, "Airzonac," which probably means "small springs."

Arkansas—From Akansea, a tribe whose name means "down stream people."

Connecticut—A Mohican word meaning, "river whose water is driven by tides or winds."

Dakota—(North and South) tribal name of the Sioux meaning "Allies."

Idaho—From a Shoshone word said to mean " Ida" meaning salmon and "Ho" meaning referring to eaters, hence "salmon eaters."

Illinois—French version of the Indian word "Illni" mean "man" or "warrior," and referring to a 17th century confederation of Algonquin tribes.

Iowa—Derived from the Sioux tribal name "Auuxwa" meaning one who puts to sleep.

Kansas—Sioux from the Kanze, meaning the south wind.

Kentucky—Said to be derived from the word "Kenta" meaning "field" or "meadow."

Massachusetts—Name of an Algonquin tribe meaning "at or about the Great Hill."

Michigan—From the Chippewa word "Michigamea" meaning "great water," or "majiigan" meaning "clearing."

Minnesota—A Dakota word meaning Whitish or sky tinted water.

Mississippi—Algonquin word "misi" meaning "great" and "sipi" meaning water.

Missouri—From the name of a tribe meaning "great Muddy," which refers to the river.

Nebraska—From an Omaha word meaning "Broad Water," referring to the Platte River.

New Mexico—Name because it bordered Old Mexico. Named derived from Aztec god, Mexitili.

North & South Dakota—Sioux word from "dakota" meaning friend.

Ohio—Iroquois word meaning, Beautiful River, might refer to large river.

Oklahoma—A Choctaw word meaning, Red People. Coined in 1866 by Choctaw speaking missionary.

Oregon—Suggested that it comes from the Shoshone word "Ogwa peon" meaning river of the west, or perhaps the Algonquian word "Wauregan" meaning beautiful water.

Tennessee—From Cherokee word "Tansi," a Cherokee settlement, the meaning unknown.

Texas—Spanish adaptation of the Caddo word "teysha" meaning hello friend.

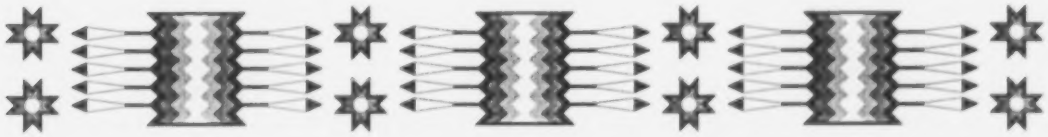
Utah—Apache word, from Yuttahih, meaning one that is higher up. Referred to the Ute Indians who lived higher in mountain country than the Navajo or Apache of that area.

Wisconsin—Chippewa, from miskosin, was interpreted by the French as Quisconsin, and was later Anglicized to Wisconsin. Interpreted as grassy place.

Wyoming—Delaware word meaning large prairie place.

A Few Words of Native American Derivation

hurricane	hammock	mackinaw
squash	barbeque	moccasins
toboggan	kayak	cocoa
bayou	caribou	caucus
chipmunk	hominy	klondike
maize	moose	pecan
podunk	punk	tipi
wigwam	coyote	potato
raccoon	sequoia	skunk
pemmican	tamale	guacamole
wood chuck	mahogany	chinook
pow wow	tomahawk	cayuse
Winnebago	stogie	shasta
Sequoia	opossum	cougar



Seattle	Spokane	Pocatello
Milwaukee	Ottawa	Witchita
Kalispell	Detroit	Chicago
Yakima	Tacoma	Manhatten
Chehalis	Cherokee	Chattanooga
Canada	Adirondak	Winnemucca
Cuba	Tucson	Tippecanoe
Taos	Schenectady	Tuskegee
Saratoga	Potomac	Pontiac

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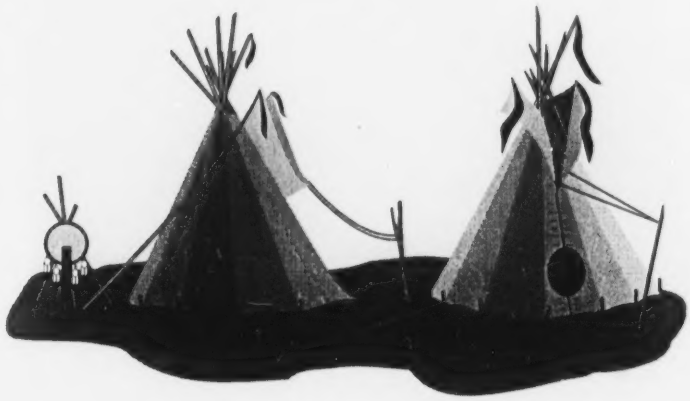


Suggested & Sample Activities for Subject Areas

The following information is intended only as suggested activities for each subject area. It does not include a detailed plan, only ideas for projects and activities that the teacher can implement in the classroom. For specific details or affirmation, they may wish to consult their Indian education program, resource people, Tribal Council or others possessing specific knowledge on the topic.

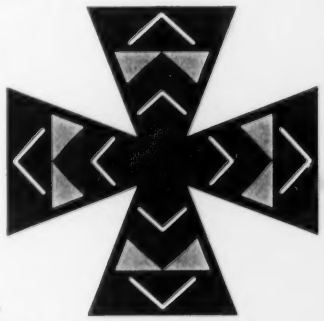
American Indian Heritage Day & Cultural Activities

(Suggested/Sample Activities)

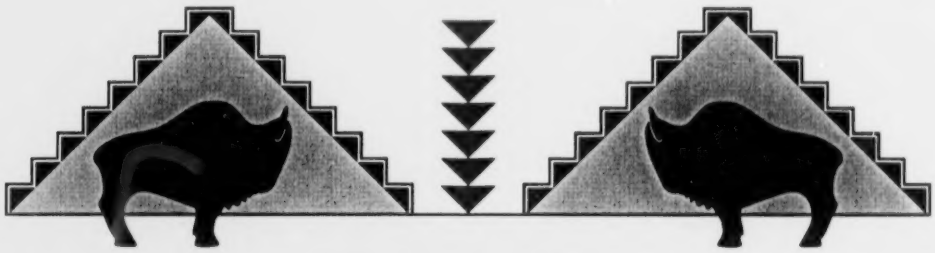
Following are suggested activities to be adopted to suit the needs, ages, and abilities of the learners. Learning experiences are not to be limited to these activities; rather, allow for brainstorming. Help the learners to find appropriate activities that will facilitate understanding the past and present contributions that Indian people have made to the United States.

- Seek a proclamation from your school superintendent or mayor to specifically declare the fourth Friday in September American Indian Heritage Day in your school and community.
- Debate the pros and cons of having an American Indian Heritage Day.
- Have students design a highway billboard advertising American Indian Heritage Day.
- Help students plan and develop American Indian Heritage Day activities for your school or classroom.
- Promote and support programs, assemblies, field trips and functions in the school and community in honor of the day.
- Select a single tribe to research its tribal history.
- Develop questions and information regarding American Indians in Montana on slips of paper and place items in a box. Use a spelldown format for reviewing the information.
- Have students identify where different tribes were located, how their lives were different and similar.
- Study, research and discuss Native American current events.
- Compare federal, state and tribal governments.
- Assist students in doing research on their tribal geneology.
- Talk about the Clan System.
- Prior to going on a field trip to an important Indian site or museum, prepare a list of questions to ask and itemize things to look for on the field trip.
- Arrange a student exchange project to other schools.
- Arrange student field trips to the tribal office, Native American Centers, Indian Health Service and other points of interest.
- Help students trace Indian trails and waterways which are currently used in modern transportation.
- Write short biographical sketches of American Indians and place them in a class "book."
- Encourage students to do a family study and do an ethnology check.
- Invite Native American speakers to your class.
- Encourage students to develop a *Wall of Fame* in the school to honor Native American role models from the tribe and community.
- Encourage the reading of poems, stories and essays by Indian writers.

- Compile a list of the differences and/or similarities of customs, values, and beliefs between the American Indians and other ethnic groups.
- Host a cultural festival and food day.
- Research and identify the foods domesticated by American Indians and plan a menu using these items. If possible, prepare several selections and sample them.
- Discuss various native foods and learn how they were preserved.
- Contrast the different foods eaten by Indian people from various sections of the country. Talk about the traditional foods that are still part of the Native American's present diet.
- Develop a poster or drawing that could be used on a billboard placed at the Montana state (or your state) boundary proclaiming American Indian Day in Montana, stressing the contributions made to the state by its Indians.
- There is a new Indian student in school. Develop a plan to enable the student to feel comfortable and help him/her to acknowledge the unique contributions that American Indians have made to Montana.
- Design a monument to the contributions of the American Indians to Montana.
- Have students write and produce a play describing important Indian contributions to the world, stressing the role played by the Indians.
- Initiate a school pow wow planned by the students.
- Create an Indian game and play it.
- Develop a school Olympics using American Indian games.
- Create a radio broadcast commemorating American Indian Day in Montana (or your state).
- Prompt students to hold a Native American film festival.
- Learn about the various kinds of native art and design, and how it has influenced art, design and architecture today.
- Talk about why art was such an important part of the Native American's everyday life.
- On a large piece of newsprint using clay, pipe cleaners, crayons, rubberbands, construction paper, tape and crepe paper streamers, design a modern art representation celebrating American Indian Day.
- Design a piece of jewelry that incorporates symbols and materials of the Montana tribes (or tribes of your state).
- Develop a rationale, justify color schemes, symbols, style and architecture. Write a dedication plaque and have a dedication ceremony.
- Design, on large piece of paper, a postage stamp to commemorate American Indian Day in Montana (or your state).
- Help students develop a Native American newsletter or newspaper.
- Make a poster commemorating American Indian Day. Use five Indian symbols and/or Indian words.
- Encourage students to bring photos of Native American activities. Display pictures on bulletin board or show case.
- Collect pictures and drawings of Indians for a bulletin board. Identify and discuss stereotypes as depicted in selections.



- Write a contemporary American Indian song.
- Allow students to research how Native Americans are portrayed in books and media of yesterday and today.
- Select both historical and contemporary Native American characters to study and report on in class.
- Discuss farming techniques. Cite examples of the inventiveness necessary for the Indian to adapt to life in the Montana territory.
- Using a Montana road map, observe the process by which Indian trails became the roads of today.
- Discuss similarities and differences between the Medicine Man of the Indian culture and the physician and pharmacist of today.
- Discuss and identify how Montana law has been influenced by Indian tribal laws.
- Make a list of as many states as you can that have names that have an Indian origin.
- Bring any Indian artifact that you may have for show and tell. Also, develop an exhibit for the display case.
- Help students develop a small museum for displaying and studying artifacts.
- Have students research, then take students on a field trip to a buffalo jump.
- Make a replica of Native American housing. Compare the different styles used by various tribes in different parts of the country.
- Students can study traditional Native American clothing. They may also develop a fashion show.
- Discuss why the horse and the buffalo were so important to the plains Indians' way of life.
- Help students form an Indian Club.



School Staff:

- Arrange classroom activities that allow students to learn about different tribal groups in your community.
- Recommend that the hot lunch program include meals that reflect Native American food.
- Suggest cultural inservice for staff to learn more about local customs, mores, traditions, etc.
- Encourage school to adopt a teacher exchange program where teachers might visit other Native American communities.
- Request workshops and inservice for staff in the area of Native American Curriculum Development.

- Encourage school to adopt a curriculum which includes and incorporates the study of Native American history and culture.
- Encourage school staff to get culturally involved in community activities.
- Invite tribal elders and leaders to the school to participate in cultural activities.
- Invite parents to the school to participate in cultural activities.
- Allow students to attend community functions, like tribal meetings. Do a tribal government unit.
- Sensitize staff and students to stereotyping and telling of ethnic jokes.
- Request workshops which reflect the different learning styles of Native American children.

ART

- Have students design a slide presentation using contemporary and traditional Indian art work (might put music to it).
- Develop an art file of resource people who specialize in different areas of art.
- Develop a slide library of Native American art from 40,000 B.C. to present.
- Adapt legends and stories into play production. Design sets.
- Study about what types of materials and resources Indians used to make paints and dyes.
- Study the history of beads and beadwork.
- Make Effigy Pipes out of clay.
- Study and make the flags of different tribes.
- Make dream catchers.
- Research symbols used for decoration.
- Study the history and design a star quilt.
- Learn about and learn how a sweat lodge is made.
- Learn and compare different Indian designs.
- Make a cradle board.
- Do a Native American art show.
- Have class attend a Native American art show.
- Make feather hand fans.
- Learn about the Medicine Wheel.
- Find out about and make a Parfleche.
- Talk about the various kind of Native American art and Native artists in your area.
- Learn how to bead. Learn the different types and sizes of bead. Learn how different tribes used different designs, etc.
- Consider quill working demonstrations.
- Think about designing and painting shields.
- Design and construct a tipi.
- Paint symbols on small tipis.
- Make jewelry.
- Design and carve masks.
- Learn how Indians made their paints and dyes; have students collect materials to do their own.

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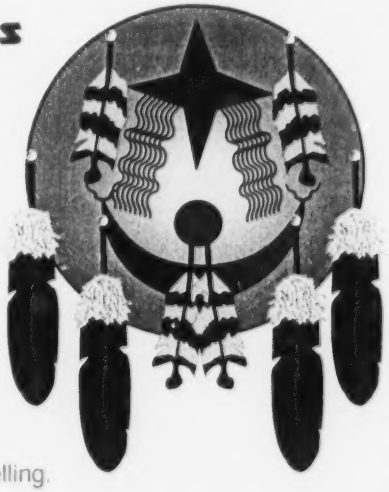
- Compare Native art from different sections of the country.
- Make pictographs.
- Compare contemporary and traditional art forms.
- Paint and design a winter count.
- Study Indian designs on tipis, horses and jewelry.
- Design an Indian calendar of seasons.
- Tan a hide.
- Make and design a drum.
- Design and make Indian clothing, such as a ribbon shirt.
- Try beading head and watch bands.
- Design and build a canoe.
- Carve a totem pole.
- Learn about Eskimo and Native ivory carving.
- Make a pair of moccasins.
- Make a sand painting.
- Make and design pottery.
- Weave an Indian basket.
- Learn about how Indians weave rugs.
- Make a Kachina doll.
- Make an Indian vest.
- Make and learn about Indian war bonnets.
- Attend an Indian art show.
- Take a field trip to a museum housing Indian art and artifacts.
- Have someone do a God's Eye demonstration.
- Learn about the Totem Pole, what it means and how it is made.
- Show films and slides illustrating American Indian art.
- Make an Indian necklace.
- Design various kinds of traditional homes, i.e., tipi, pueblo, longhouse, hogan, etc.
- Learn about and make an Indian dance bustle.
- Identify important Native American art contributions to contemporary lifestyles.
- Discuss Native Americans and the performing arts.
- Discuss colors and their cultural significance to Indian people.
- Discuss and study the various media used by Indian artists.
- Invite Native American artists to your classroom.
- Examine and make South American rain sticks.
- Report on and design Native American weapons.
- Learn about a travois.
- Discuss and design the importance of leggings.
- Design symbols for traditional Native American clothing.
- Design a Native American traditional outfit.

Home Economics and Foods

- Investigate the combination of Native American and French foods, i.e., bangs and bullets.
- Discuss how to tan hides and prepare them for making clothing.
- Study how to smoke fish and other foods preserved by Indians.
- Take students on a field trip to pick berries and dig roots.
- Talk about the various plants eaten by early Native Americans.
- Discuss the medicinal uses of plants.
- Use plants to make dyes.
- Make baskets made out of different materials.
- Learn about the different styles of moccasins.
- Examine the different styles of dwellings and homes used by Indian people; contrast that with modern homes lived in by Native Americans.
- Learn about the different weaving styles and materials.
- Make a Native American wall hanging.
- Learn how to make different dolls used by Native American children.
- Plant a traditional garden and harvest it.
- Design the proper harvesting of plants.
- Learn about fish harvesting.
- Learn about planting and grinding corn.
- Use corn to make items such as corn cakes, soup, tortillas, etc.
- Make bulletin boards illustrating Indian foods.
- Discuss the contributions made by the American Indian to America's foods and diets.
- Discuss edible plants.
- Discuss the cooking of food and other game animals.
- Learn about Indian clothing and how to make it.
- Learn about Indian beadwork and encourage students to make an item.
- Discuss how the buffalo was used for food, clothing and shelter.
- Discuss traditional Indian cooking methods.
- Learn about traditional Indian cooking and eating utensils.
- Learn ways Indians preserved food stuff.
- Discuss American Indian influence on contemporary clothing, housing, foods, jewelry, etc.
- From each of the four major food groups prepare a recipe from the Native American culture.
- Learn how to make jerky and pemmican.
- Learn how to make fry bread.
- Ask a Native American parent to come into the classroom to do a food preparation demonstration.
- Learn how to skin and prepare a wild animal.
- Learn how to properly clean fish and wild game birds.
- Learn how to make berry soup and Indian ice cream.
- Learn how to dry corn.

- Discuss the various foods eaten and prepared by the Eskimos and Native Alaskans.
- Discuss the various foods and products we get from the salmon.
- Discuss proper harvesting of fish and other game animals.
- Learn how to build and erect a tipi.
- Learn how the Indians used various products for grooming.
- Compare various traditional foods eaten by the Indian in various sections of the country; also in your area.
- Prepare a meal of traditional Indian foods.
- Have a fashion show of clothing and jewelry made by students. Invite a maker of Native American jewelry to your class.
- Have a field trip to gather foods used by Indians in your area.
- Study and make an Indian star quilt.
- Compare contemporary and traditional foods and clothing.
- Learn about traditional family life among the various Indian tribes.
- Have an Indian clothing style show in your classroom.
- Have students bring various contemporary Indian crafts that are now popular among the general population.
- Contrast the various food gathering techniques used by Indians from various geographic locations.
- Research Indian recipes.
- Make a fishing net.
- Learn about different kinds of pottery used for cooking.
- Discuss how Indian mothers cared for babies in traditional ways.
- Learn how Indian people cared for their dwellings.

Language Arts



- Write a story using pictographs.
- Study Native historical sites and monuments.
- Invite an elder into the classroom for story telling.
- Write and draw about activities on a field trip.
- Discuss how Indians got their name.
- Discuss a naming ceremony.
- Research the meaning of a give away or potlatch.
- Write about different celebrations and ceremonies.
- Research and write about Indian games.
- Record stories and/or language from elders.
- Talk about the concept and tradition of oral story telling.
- Consider drama, plays, skits and puppetry.
- Study and read Indian poetry; students can make up their own poems.
- Study the importance of sign language to the American Indian.

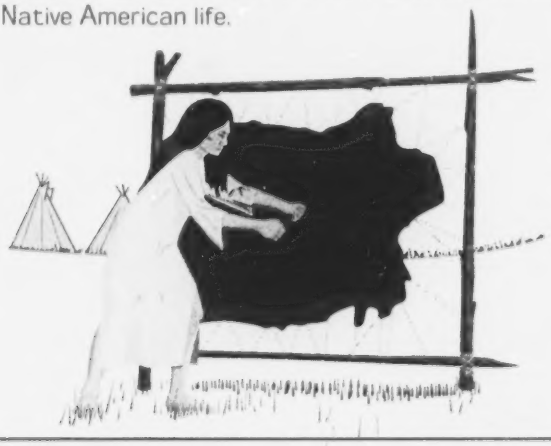
- Have knowledge about the bilingual program in the school.
- Read the "Indian Reading Series" stories.
- Read Indian legends and compare legends from different tribes.
- Study pictographs and symbols. Have students make up their own.
- Discuss lack of written language among Indian tribes and rich oral tradition; make students aware of the different languages among the tribes in your area.
- Compare Indian languages with the English language; learn about dialects.
- Discuss the difficulty of not knowing how to speak or read the English language well.
- Read about the history of Indian tribes of Montana (or your area).
- Learn about the bad illustrations or misleading information regarding the American Indian in books, movies and television.
- Invite local story tellers to the classroom; encourage children to make up their own stories.
- Learn about the Indian's use of symbols, learn their meaning, have students make up their own, non-verbal communication.
- Learn about legends, myths and folklore.
- Select Indian pictures to write about.
- Pantomime different things Indians might have done long ago (be cautious that activities are not stereotypical or negative in nature).
- Write a non-stereotypical play about Indian life long ago.
- Have students compare contemporary and traditional Indian life.
- Discuss the meaning of the words contemporary and traditional.
- Write a letter to a friend recommending a book about Indians.
- Write about and discuss Indian artifacts on a display table.
- Make a dictionary of Indian words used today.
- Write about a pow wow.
- Make and illustrate a family tree.
- Read poems from well-known Indian poets.
- Have a spell down using Indian words.
- Discuss the Indian talkers of World War II (might also discuss during social studies).
- Discuss the first Native American alphabet and newspaper developed by the Cherokees.
- Learn about the Sacred Eagle Feather.
- Discuss Native American contributions to literature.
- Compile family and tribal history.
- Learn about the special characters of Indian legends, such as coyote, Napi and the raven.
- Contrast the different methods the Indians used for communicating, i.e., smoke signals, sign language, etc.
- Compare Native American sign language and "signing" for the deaf.
- Study traditional Indian literature by Indian authors.
- Review local Indian newspapers.
- Cut out articles about Native Americans and put them on bulletin board. Can be used for class discussion.

- Discuss the media's role in perpetuating stereotypes.
- Review speech and quotes from famous Indian leaders.
- Write business letters to the government regarding issues or concerns on Indian education or other issues.
- Write a letter to the Tribal Council about issues or concerns.
- Write a family biography, checking family roots.
- Compare/contrast the differences and similarities between stories of indigenous peoples from all over the world.
- Rewrite fairy tales into a tribal legend.
- Develop a tourism brochure describing sites on the reservation.
- Retell stories, like *Blackfeet Lodge Tales*, in student's own way. Share with younger students.
- Invite a person to the class to explain petroglyphs and pictographs.
- Encourage students to bring in family traditions to share with other. These could be family legends, stories or local legends.
- Have students video an Indian activity.
- Invite an interview specialist to class to share techniques of interviewing.
- Have students develop pen pals with students of another culture. Share pictures and legends.
- Have students develop a calendar using an Indian language.
- Help students develop a bilingual alphabet book.
- Encourage students to compare their reservation to another. Encourage them to make contact with students from that reservation.
- Write a letter to famous Native American persons. What three questions would you ask them?
- Assist students in writing and printing a newsletter with Native American news and articles.
- Create a Native American *Hall of Fame* in your school, selecting Native American heroes from the community.
- Make a home page on your computer, sharing Native American information with other classrooms.
- Investigate symbols and signs on tipis.

Mathematics

- Erect a tipi; discuss size, angles, circumference, volume, cones, etc.
- Do demographic study of Indians in Montana and U.S.; use charts, graphs and computers.
- Chart the size, population and natural resources of a reservation.
- Make timelines of family, elders, animals, tribal history, etc.

- Study symmetry, geometric and patterns in paintings, beadwork quillwork, weaving.
- Study the rendezvous system as a medium of exchange and trading practices.
- Map reading of points of interest involving Native American history and culture.
- Estimation and probability of wild animals in the area. Talk about the importance of good conservation practices.
- Compare the early reservation areas to the present acreage.
- Study patterns and counting in playing a hand game, stick game or moccasin game.
- Write Indian number stories.
- The construction of an Indian pueblo. Talk about insulation, heat loss, air conditioning, etc.
- Discuss symbols, shapes and design of traditional Indian homes.
- Construct an Indian winter count.
- Construct an Indian petrography illustrating a timeline.
- Learn how to count in a Native language.
- Teach a lesson on beadwork. Students can practice addition, subtraction, design, etc.
- Discuss types of Indian calendars, such as the winter count and the Aztec calendar.
- Design story problems using familiar Indian sites as reference points.
- Design story problems using familiar Indian names as the main characters in the narrative.
- Contrast the various numbering systems used by indigenous peoples.
- Talk about the pre-Columbian populations in the Americas.
- Learn about the drum beat patterns.
- Estimate the size of tree, hole diameter, etc., involved in constructing a sun dance lodge, to get an internal sense of measurement and distance.
- Examine what instruments Native peoples might have used to measure long distances.
- Talk about what process the Indians used to construct such structures as the pyramids and other magnificent buildings.
- Study the Star Quilt and the mathematics used in its construction.
- Construct a tipi and learn the mathematical terms used in its construction. Also learn about the process of tipi painting and what it means to the owner.
- Examine the sacredness of certain numbers to Indian people.
- Consider mathematics used to make a dream catcher; learn what it is and why it is important in Native American life.



- Consider how Indians estimated the amount of food they would need to survive the winter.
- Consider how Indian people know how much land would be needed to support their population.
- Think about the measurements needed to construct a sweat lodge.
- Study about the symbols Indians used to represent certain numbers.

Music

- Invite Indian dancers into the classroom to actually teach some dances.
- Invite elders into the classroom to discuss what music was like when they were young.
- Play a tape or CD in classroom while students are studying (as background music).
- Use different Native American songs (both flute and drum) to facilitate expressions of emotion (non-verbal).
- Compare differences of Western Classical to Native music.
- Show how Native American music and Western Classical music are now being used to produce some beautiful sounds.
- Study or research music used for Grieving Ceremonies.
- Study the where, when, why and how a Native American song comes about.
- Learn about the various traditional Indian musical instruments.
- Make an Indian flute or drum.
- Learn about the various Indian dances.
- Invite traditional Indian musicians and dancers to your classroom.
- Compare American Indian instruments with instruments of other cultures.
- Attend an Indian pow wow or celebration.
- Attend a sun dance.
- Attend a give-away ceremony.
- Listen to tapes of different types of Indian songs.
- Discuss Indian songs and chants.
- Discuss Indian traditional dance outfits.
- Construct Indian rattles.
- Attend an Indian play or skit.
- Compare music and dance of Indians from various geographical locations.
- Discuss contemporary Indian music and musicians.
- Learn how music was part of the Indian's total lifestyle.
- Invite Indian musicians into the classroom.
- Have students give reports on contemporary musicians. They may also make a bulletin board with current news articles.
- Discuss how Indian music is judged at a pow wow.
- Check out the local custom of a Sun Dance.

- Have students write their own songs.
- Encourage students to perform their own music.
- Learn about and have students do their own give-away.
- Assist students in writing and performing a play.
- Ask students to form a drum group.
- Help students make a tape of songs.
- Make a music video.
- Learn about the importance of honor songs, family songs, etc.
- Learn about Native Americans who are famous for their contemporary music.

Physical Education

- Make and play an Indian Hoop Toss Game.
- Research present fishing and hunting laws.
- Learn the different ways Indians from the area hunted.
- Learn about the stick game, hand game and moccasin game.
- Research present day Native American athletes.
- Learn the types of games that Native American children played 200 years ago.
- Talk about the importance of the horse to Indians. Study its history.
- Explore the contributions of Native Americans to present games played in our country.
- Learn about famous Indian athletes.
- Learn about local Indian athletes.
- Learn different Indian games.
- Learn about the Eskimo Olympics.
- Let students develop their own "Eskimo Olympics."
- Discuss the Indian's contribution in health and medicine.
- Learn different types of Native dances.
- Learn the history of games such as lacrosse, stickball, field hockey and the hand game.
- Show films of famous Indian athletes.
- Discuss and learn about canoeing.
- Learn how to make a canoe.
- Discuss and learn about dog sled racing.
- Learn how to make a dog sled.
- Learn about tobogganing and how to make one.
- Learn about snow shoeing and how to make them.
- Learn about the various methods of Indian hunting and fishing.
- Learn about Indian horsemanship and riding.
- Discuss the various types of Indian horses, such as the Appaloosa.

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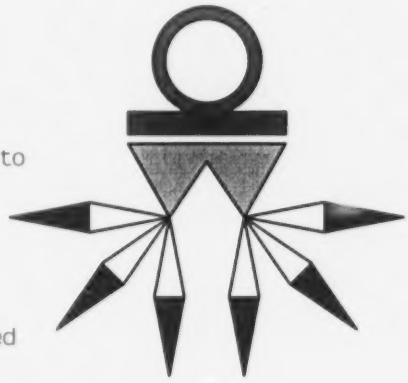
- Discuss and learn how to make a bow and arrow.
- Learn about outdoor survival and camping practiced by Native Americans.
- Make reports on famous Indian athletes.
- Discuss and contrast dances from various Indian tribes.
- Explore the spiritual aspect of running in connection with Native Americans.
- Study about the high altitude runners from South America.
- Invite tribal health speakers to the classroom for wellness topics.
- Learn about Native American archery and bow making.
- Contrast bows used by Native Americans and bows used in contemporary America.
- Learn the arrow throwing game

Science



- Trace the migration patterns of animals indigenous to this area before European contact. Also discuss the water and land issues.
- Examine the seasonal patterns of Native peoples, i.e., summer camps, winter camps, etc.
- Identify the various trees and know what they were used for, i.e., long houses, sweat lodges, etc.
- Talk about the pre-Columbian aqueduct system in Mexico City.
- Discuss the behavioral patterns of animals and how they relate to changes in their environment.
- Question the buffalo in Yellowstone National Park issue.
- Talk over the theory that we are all related.
- Discuss the Native American's contribution in the field of medicine.
- Talk about the calendar; study the moons and seasons.
- Discuss how the Indians kept track of time.
- Discuss the several theories of how Native peoples happened to be in the Americas.
- Talk about chemical abuse problems and how it has affected the Native American's way of life. Talk about FAE and FAS.
- Study about animal tracks.
- Learn areas where vegetables and fruits grow abundantly. Learn about the appropriate time for picking these fruits and vegetables.
- Compare clothing worn by Indians of different tribes and how weather conditions determined what they wore.
- Discuss the types of special clothing worn by certain tribes, i.e., parkas, goggles, thatched hats, leggings, etc.
- Talk about how Indians navigated far distances at night and when the skies were overcast.
- Learn about the sweat lodge and why it was important to their way of life.
- Identify plants used for medicines, paint, etc.

- Discuss animal migration and how it determined where Indians lived.
- Consider how animals were natural predictors of seasonal weather patterns.
- Discuss how the Indians used the winter count.
- Discuss how the Indians used animals for food, clothing and shelter.
- Take a nature walk on an Indian reservation.
- Discuss ancient Indian irrigation systems in the Southwest.
- Discuss how Indian lands contain so many valuable resources, nationally and in Montana (and in your state).
- Discuss the issues surrounding natural resources.
- Discuss the current controversies over hunting and fishing rights.
- Discuss the preservation of food and processing wild game.
- Learn about herbs and the natural healing process.
- Talk about the Native medicine men and how they are currently used in the health care process.
- Learn how to tan a hide.
- Learn how to make colors and dyes from plants.
- Discuss the traditional Indian respect for the environment and present day attitudes.
- Discuss planting corn and its importance to some Indian tribes.
- Make booklets of leaves important to colors and dyes.
- Learn the habitat of wild animals in reservation communities.
- Send signals by flashing mirrors.
- Examine diseases Native people incurred after European contact.
- Take field trips to points of interest which illustrate the Indian's contribution in science.
- Make children aware of Indian science and medical programs such as Indians Into Medicine (INMED) and the American Indian Science and Engineering Society (AISES).
- Discuss the Native American's feeling for the land and learning how to live in harmony with nature.
- Learn about the Native Americans contribution to health and medical practices.
- Discuss how Indians used various natural resources such as: trees, water, minerals, etc.
- Talk about the process Indians used to construct a canoe and kayak.

Social Studies

- Research the democracy of early Indian tribes that influenced the U.S.Constitution.
- Invite contemporary Native American role models to speak in your class.
- Investigate how Native Americans and other ethnic groups are portrayed in the media, library books, textbooks, etc.
- Discuss how current problems are affecting people living on reservations.
- Teach about the values of extended families and hospitality among Native Americans.

- Discuss affects of Native people moving to and from the reservations.
- Learn about the Indian migration patterns as a result of hunting, fishing and food gathering.
- Discuss the *Rendezvous* System during the fur trade days.
- Discuss the Indian's contribution to the Lewis and Clark Expedition.
- Talk about Sacajawea's contribution to the expedition.
- Discuss the government of Indian tribes and the local and state governments.
- Discuss the contemporary Indian governments.
- Talk about the treaties with Indians and the treaty system.
- Compare the culture of Montana's (or your state's) tribes.
- Discuss various Indian tribes and the influence they had on our lives today. Include contributions.
- Have students attend celebrations and traditional activities.
- Invite traditional guest speakers to the classroom.
- Discuss contemporary lifestyles of Indian tribes.
- Discuss Indian reservation lands in terms of natural resources (coal, oil, water, timber, etc.).
- Discuss how governments and tribes are trying to work out problems which exist in these areas.
- Contrast contemporary lifestyles of those Indians living on a reservation with those in urban areas.
- Discuss the Indian's loss of and changing culture.
- Talk about the history of the programs and policies that effect Indian people, i.e., Johnson-O'Malley, Title IX, Impact Aid, relocation, termination, BIA, etc.
- Identify major tribal groups in the northwest, southwest, plains, east, south, Alaska, etc.
- Have students share family history and ancestry through writing, dramas, etc.
- Discuss the importance of cultural pluralism and understanding.
- Talk about national holidays such as Thanksgiving and Columbus Day (some tribes may not celebrate these, why?).
- Indian religious activities and beliefs.
- Discuss the origin and early location of Montana's Indian tribes, also discuss their present location.
- Study various social customs.
- Learn about the tribal clan structures.
- Find out how Indian names are secured and naming ceremonies (students might construct a family tree).
- Discuss contributions of the Native Americans to all facets of present American way of life - medicine, geography, art, government, etc.
- Discuss the Indian law and judicial system.
- Discuss Indian-owned businesses in the community.
- Take field trips to local Indian points of interest.
- Show films and pictures of interesting Indian activities.

- Learn the geography of the local Indian reservation, as well as other reservations in Montana (or your state). Provide children with an awareness of other Indian lands throughout the United States. Use with map work.
- Talk about Indian role models and leaders. Invite local leaders to come to the classroom.
- Discuss the contributions made by American Indians in the formation of our Constitution.
- Invite tribal councilman to give class presentation.
- Discuss the extended family in the Indian way of life.
- Learn about the various types of military tactics used by different tribes in various wars.
- Learn about the Indian sweat ceremonies.
- Compare and contrast the different types of dwellings used by various Indian tribes. Perhaps, build models of different types.
- Study history and location of tribes before Columbus. Contrast with present-day location.
- Learn about the *Trail of Tears* and the Removal Policy.
- Discuss Indian names for states, cities, rivers, etc.
- Discuss contemporary Indian economic development.
- Contrast lifestyles of reservation and urban Indians.
- Discuss changing and adapting of new lifestyles of Native Americans. Make a list of famous Indian women leaders.
- Discuss gaming and gambling issues which confront Indian tribes today.
- Add to contributions of Constitution, Indian Law and Judicial System. Possibly have a mock trial.
- Talk about the *Clan System, Matriarchal and Patriarchal Systems.*
- Learn about the *Sun Dance* and *Ghost Dance* ceremonies.
- Discuss/compare Native American religious beliefs and ceremonies to other ethnic groups.

- Compare Native American similarities and differences to other ethnic groups.
- Discuss the efforts of tribes to unite on a national basis.
- Learn about the military efforts of various Native leaders and heroes.
- Discuss the Navajo and Sioux *Code Talkers* of World War II.
- Examine the role of the National Congress of American Indians.
- Talk about the different hair styles worn by Indians of different tribes.
- Consider the different modes of transportation and why each was used.
- Talk about a Potlatch and other forms of Indian give-aways.
- Invite tribal council members to speak to the class.
- Have class attend a tribal council meeting.
- Schedule class to attend a tribal court session.
- Encourage class to go through the process of asking the tribal council to change a rule or practice in which the class does not agree.
- Learn about the different government agencies that provide services on an Indian reservation.
- Discuss the issues and problems faced by Indians living off the reservation.

Chronology of Important Dates

This section includes a partial list of dates and events important to history, culture and education in the Americas.

Important Dates

Even though there were many important dates in the Americas prior to 1492, this chronology will begin when interaction between the indigenous peoples and Europeans officially began.

Oct. 1492	Christopher Columbus landed in the Americas, seeking an alternate route to the Asian Indies.
1568	Native Americans became the recipients of the Anglo-Europeans formal education, with the establishment of French Jesuit mission school in Havana for the Indians of what is now Florida.
1617	The Anglican clergy were directed by King James I to raise funds for the establishment of churches and schools for "Christianizing and civilizing" the Indian children of the current state of Virginia.
1625	First American deed executed between Indians and English colonists. Some of the newly arrived immigrants requested 12,000 additional acres of Pemaquid land from Samoset, who ceremoniously made his mark on a piece of paper, thereby contradicting his land concept and transferring the land.
1691	The College of William and Mary chartered for the secular and religious education of certain young Indian males.
17th Century	Dartmouth College and Harvard College/University chartered for the express purposes of educating Indian and English youths. The former were to be molded into the image of the newly arrived foreigners.
1775	The Second Continental Congress organized three Departments of Indian Affairs: Northern, Middle and Southern.
	Dartmouth College was appropriated $500 by the Continental Congress for the education of Indians.
1778	Articles of Confederation became effective providing, among other things, for Indian trade regulations and management of Indian affairs.
	The United States Constitution empowered Congress "to regulate commerce with foreign nations and among the several states, and with the Indian tribes." The states were also prohibited from dealing with any Indians within their respective boundaries.

Ordinance establishing, within the Department of War, an Indian Department with Henry Knox, then Secretary of War, charged with the responsibility for Indian affairs.

1789 Northwest Ordinance, a statute continuing then existent Indian policy:

> The UTMOST GOOD FAITH shall always be observed toward the Indians; their land and property shall never be taken from them without their consent; and in their property, rights and liberty, they shall never be invaded or disturbed unless in justified and lawful wars authorized by Congress; but laws founded in justice and humanity shall from time to time be made, for preventing wrongs being done to them, and for preserving peace and friendship with them.

-An Ordinance for the Government of the Territory of the United States northwest of the river Ohio, 1789 (quoted from Vine Deloria, Jr., *Of Utmost Good Faith*).

1789-1871 Treaty Policy Period of Federal-Indian Relations Indian tribes were treated as foreign nations with whom approximately 400 treaties were negotiated of which 371 were ratified by the United States Senate.

Article VI of the United States Constitution addressing itself and ALL treaties states that they "shall be the supreme law of the land; ... anything in the Constitution or laws of any State to the contrary notwithstanding."

1790s Beginning of annuity payments as agreed to in treaties. Payments were for services, such as education and health, as well as for annuities in the form of money or goods for a specified period of time or in perpetuity.

1794 Treaty with the Oneida, Stockbridge and Tuscarora NATIONS, the first treaty in which education for Indians was specifically mentioned.

1819 An act passed marking the beginning of the period of federal support for the education of Native Americans, which until 1873 provided for a "Civilization Fund" on an annual basis.

1830 The Indian Removal Act mandated the removal of the Indian tribes west of the Mississippi, supposedly to save them from contamination by the Anglo-Europeans and from extinction. In actuality, it facilitated westward expansion.

The Cherokee's "Trail of Tears" was the result of this removal policy, in which approximately 4,000 died on their forced march west.

1831 In the case of The Cherokee Nation vs. Georgia, Chief Justice John Marshall handed down the decision that tribes were "domestic dependent nations" subject to the United States Congress, but not to state law.

1832 A Supreme Court decision in the case of Worcester vs. Georgia reaffirming the sovereignty of the United States and the tribe, and that the removal of the tribe by the state of Georgia was illegal.

1834 The Indian Trade and Intercourse Act, as its name implies, regulated trade and intercourse with Indian tribes, as well as provided for the organizational operation of a Department of Indian Affairs.

1849 The Bureau of Indian Affairs was transferred from the Department of War to the Department of the Interior.

1852 Successful Indian control of education exemplified by the "Five Civilized Tribes," specifically by the Cherokees who operated 21 schools and two academies for their then 1,100 student body.

1864 Sand Creek Massacre of the Cheyenne and Arapaho. Congressional 1856 committee report disclosed abysmally low socio-economic and educational conditions of the Native American tribal peoples.

1868 Washita Massacre of the Cheyenne.

Ratification of the 14th Amendment attending citizenship in the United States and respective states to those born in this country. Indians were not included in this action because of being born in a tribe, which was considered to be a foreign nation.

1870 Baker Massacre of the Blackfeet. Many women and children killed.

1871 Treaty Policy Period of Federal-Indian Relations Ended.

Appropriations Act ended the policy of making treaties with Indians and inaugurated policy of domestic affairs relationships with Indians.

1871-1887 Reservation Policy Period of Federal-Indian Relations. Land areas reserved by tribes within which boundaries they were expected to live. Created by treaties, Congressional Acts and Executive Orders; 286 such land areas remain ranging in size from the tiny Strawberry Valley Rancheria in California to the gigantic Navajo Reservation.

1876 The Battle of Little Big Horn at which Native American resistance to Anglo-European domination resulted in the defeat and death of George Armstrong Custer and 264 of the men under his command.

1878 The beginning of the six weeks' march from Oklahoma back north of the Northern Cheyenne led by Little Wolf and Morning Star. Of the 297 men, women and children who began their trek back home, less than one-third were young men.

1879 General R.H. Pratt established the first Indian boarding school located off a reservation at Carlisle, Pennsylvania. The Pratt philosophy of removal of the student from family and tribe and imposition of rigid military discipline characterized Indian education for the ensuing 50 years.

1884 Tongue River Indian Reservation for the Northern Cheyenne created by Executive Order signed by President Chester A. Arthur.

1885 Major Crimes Act in which Indian cases regarded major crimes are to be tried in Federal courts. The seven original major crimes were: arson, assault with intent to kill, burglary, larceny, manslaughter, murder, and rape. There are currently 14 such crimes.

1887 Passage of the General Allotment Act, also known as The Dawes Severalty Act for its sponsor Senator Henry L Dawes of Massachusetts. This legislation called for the compulsory individual allotment of land to Indians and essentially broke up the cohesiveness of tribes.

This act did not apply on all reservations, among them the Apache, Navajo, Papago and Hopi. All reservations in Oklahoma, however, were allotted, although it took the 1893 Curs Act to mandate the allotment of the lands of the "Five Civilized Tribes." Within this specific Congressional Act alone, the Indian land base was decreased from 140 million acres to approximately 50 million acres.

1887-1934 The Allotment Policy Period of Federal-Indian Relations. The Dawes Severalty Act was viewed by those who were pro-Indian as a much-needed reform, but before allotment was finally halted, it was seen as only one other means of coercive assimilation and as a failure.

1888 Amendments to the General Allotment Act.

1889-1891 The Ghost Dance Religious Movement, which held forth promise to the Indian that he would be released from the bonds of oppression, that the white man would be destroyed, and that the old world of the Indian would be restored in all its beauty.

1890 Massacre at Wounded Knee of the Miniconjou.

1891 Amendments to the General Allotment Act pertinent to the number of acres of land to be allotted.

1893 Appropriation Act with Secretary of the Interior authorized to: prevent the issuing of rations or the furnishing of subsistence either in money or in kind to the head of any Indian family for or on account of any Indian child or children between the ages of eight and 21 years who shall not have attended school during the preceding year in accordance with such regulations.

1908 So-called "Winters Doctrine" in the case of Winters vs. United States decided by the Supreme Court in which the right of Indian water use was defined.

1921 Snyder Act authorized funds to be expended for Indians regardless of Indian blood quantum, tribe or residence, so long as it is within the boundaries of the United States.

1924 The Indian Citizenship Act enacted into law, which extended American citizenship to those Indians who had not become citizens through the allotment process; however, in no way were property rights, tribal or otherwise, to be affected.

1928 Lewis Meriam's Report prepared by the Institute for Government Research, now Brookings Institution, Washington.

1934 Enactment of the Indian Reorganization Act, which is also referred to as the Wheeler-Howard Act. This Act provided for tribal self-government, land and resource conservation and development, and other reforms.

The IRA, as it is commonly referred to, did not apply within the states of Oklahoma and Alaska. Special supplements to the IRA had to be enacted in 1936 to accommodate the Indians of Oklahoma and Alaska.

Johnson-O'Malley Act became effective, which granted contracting authority with states to the Secretary of the Interior for Indian education, health, social welfare, and agricultural assistance.

1934 - Reorganization Policy Period of Federal-Indian Relations.

1936 Johnson-O'Malley Act amended to its current state. It expanded the contracting authority of the Secretary of the Interior to include schools, colleges, universities, and other appropriate agencies.

1944 National Congress of American Indians organized in Denver, Colorado, by Indian delegates representing 50 tribes.

1946 Indian Claims Commission created to hear, investigate, and rule on compensation claims for injustices and wrongs committed by the federal government against American Indians. Only monetary awards based upon the market value of the land when it was taken made to those few victorious tribes.

1950 Dillon S. Myer, formerly in charge of Japanese Concentration Camps in the United States, appointed as Commissioner of Indian Affairs. He was responsible for reinstituting pre-Meriam federal policies such as assimilation, as well as introducing policies of termination and relocation.

Public Law 81-815, School Facilities Construction Act, authorized federal assistance in public school construction in those schools attended by Indian students.

Public Law 81-874, The Federally Impacted Areas Act, authorized funds for general operational expenses in those school districts which lost taxes because of the proximity of federal property.

1952 Discontinuation of loans for Indian college students, formerly authorized by the 1934 Indian Reorganization Act.

Governmental closure of all federal schools located in the four states of Michigan, Wisconsin, Idaho, and Washington.

1953 Public Law 280 enacted, which transferred to individual states from the federal government jurisdiction on reservations regarding law-and-order.

House Concurrent Resolution 108 adopted, which called for the withdrawal of federal services to Indians, thereby terminating its trust responsibilities to American Indians.

1954 Introduction of ten termination bills in Congress, six of which were passed into law.

1955-69 Several tribes were terminated by the federal government; among them being: Menominee, Klamath, Alabama-Coushatta, Mixed Blood Ute, Southern Paiute, Wyandotte, Peoria, Ottawa, Catawaba, Poncas and several California Rancerias.

1958 Announcement by Secretary of the Interior Fred Seaton that Indian would be terminated only with their consent, which partially halted the termination policy.

1961 Fund for the Republic Report issued, which was critical of the Bureau of Indian Affairs, termination, and the inadequate federal services. It called for Indian involvement and for Bureau of Indian Affairs educational program reorganization.

"The Declaration of Indian Purpose" formulated at the Chicago, Illinois, conference of more than 400 American Indians representing 67 tribes.

1965 Passage of the Elementary and Secondary Education Act, which provided funds for the improvement of educational programs for the disadvantaged child.

1968 Indian Civil Rights Act assuring certain rights against infringement, which are similar to those contained in the Bill of Rights.

President Lyndon B. Johnson's message on Indian affairs, "The Forgotten American," in which he advocated Indian tribal self-determination and rejected the federal policy of termination.

1969 The report "Indian Education: A National Tragedy and National Challenge," published by the Special Subcommittee on Indian Education of the Committee on Labor and Public Welfare, United States Senate (91st Congress, 1st Session).

Publication of "Our Brother's Keeper: The Indian in White America," edited by Edgar S. Cahn, from which the following is an excerpt: The Indian Affairs Manual which explains and sets forth the procedures and rules that govern Indians, fills 33 volumes which stack some six feet high... There are more than 2,000 regulations; 400 (389) treaties; 5,000 statutes; 2,000 federal court decisions; and 500 opinions of the Attorney General which state, interpret, apply, or clarify some aspect of Indian.

1969-1970 Occupation of Alcatraz Island in the middle of the San Francisco Bay by the Indians of All Tribes.

Sacred Blue Lake restored to the Taos Pueblos for religious purposes, the 48,000 acres to remain forever in a natural state.

President Richard M. Nixon's special message on Indian affairs, calling for Indian self-determination and a new House Concurrent Resolution repealing the termination policy contained in HCR 108.

1971 Publication of "An Even Chance," which disclosed the gross abuse and misuse of federal funds specifically earmarked for Indian children.

1972 Trail of Broken Tears occupation of the Washington, DC, Bureau of Indian Affairs building.

Adoption of the new Montana State Constitution, Article X Section 1(2), which recognizes the unique and distinct cultures of American Indians, and is dedicated in its educational goals to preserving their cultural integrity.

1973 Indian Studies Law of the state of Montana codified as Sections 75-6129 through 75-6132 of the Revised Codes of Montana, 1947, which requires all public schools teaching personnel employed on or in the vicinity of Indian reservations to have a background in American Indian Studies by July 1, 1979.

The Wounded Knee Siege, an assertion of sovereignty based upon the 1868 Fort Laramie Treaty.

Menominee Restoration Act passed, which reversed termination for the Menominee and restored them to federal recognition as a tribe.

1974 First International Treaty conference meeting at the Standing Rock Sioux Reservation in South Dakota.

1975 Public law 93-638, the Indian Self-Determination and Education Assistance Act mandating maximum Indian community participation in quality educational programs, as well as in other federal programs and services.

1977 Consultative Status in the United Nations granted to the International Treaty Council of the Western Hemisphere.

Approval by the Environmental Protection Agency of Class I air quality standard on the Northern Cheyenne reservation.

Final Report of the American Indian Policy Review Commission, recommended Indian self-determination and opposed forced assimilation.

"International NGO Conference on Discrimination Against Indigenous Populations-1977-In the Americas" held at the United Nations in Geneva, Switzerland.

1978 Bill to Create Indian Community Colleges.

Native American Indian Religious Freedom Act passed.

The Longest Walk, a protest march organized by activists opposed to government policy, is mustered for a march to Washington, DC.

Indian Claims Commission ends, unfinished cases go to the U.S. Tenure Court of Claims.

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Indian Child Welfare Act was enacted to oversee the adoption and custody procedures so extended families, tribal members, or other Indian families are given adoption preferences so that child, family and tribal customs are honored.

1979 *Washington v. Washington State Commercial Fisheries, etc.;* Supreme Court affirms district court orders implementing Boldt Decision in Washington. Treaties from 1955 did reserve Indian rights to harvest specific shares of Puget Sound fishery resources.

1980 President Reagan appointed James Watt as Secretary of the Interior, an act described as "hiring the fox to guard the chickens." During Watt's two-year regime, public lands came under rapid development and public resources were sold at bargain prices.

Jay Silver Heels, who played Tonto in the Lone Ranger series and movies, passed away.

Passamaquoddy and Penobscot tribes of Maine received a settlement of their land claims after a long and difficult court battle.

According to the 1980 Census, the Native American population was almost 1.5 million.

President Regan advocated a policy of cutting back on funds and programs for Native Americans. Funds were cut almost in half.

1985 The National Tribal Chairman's Association rejected President Reagan's Commission, which they felt was another attempt at termination.

1988 P.L. 100-297, A bill to reauthorize the Indian Education Act. It consolidated several Indian education programs. Name was changed from Title IV to Title V.

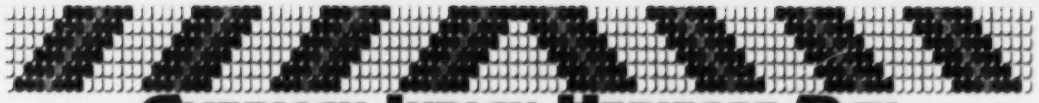
The Bureau of Indian Affairs reorganization process began. Is to be ongoing.

The Indian Gaming Commission was passed by Congress. This opened up reservations to venture in the area of high stakes gambling. Many reservations across the country took advantage of this opportunity. The Foxwoods Casino in Connecticut went on to become one of the biggest casinos in the country.

1989 Department of Education Secretary commissioned the "Indian Nations at Risk " study.

P.L. 100-297, The Indian Education Act was amended.

1990	P.L. 100-292, authorized the White House Conference on Indian Education.
	Congress passed the Native American Graves Protection Act, which gave protection to ancient burial grounds and archeological sights.
	The U.S. Census indicated that the population of Native Americans was almost two million.
1991	"Indian Nations at Risk" is reported by the White House Conference on Indian Education
1992	White House Conference on Indian Education held.
	Many Native Americans throughout the United States expressed their opposition to Columbus Day and protest the Columbus Quincentennial Celebration.
1993	The National Advisory Council on Indian Education recommends to Congress that Indian Education be a federal entitlement program.
	The National Trust placed the Sweet Grass Hills, a holy place for Montana Indians, on its list of the Eleven Most Endangered Historic Places list.
1997	Governor Racicot signs Senate Bill 117, which renames the fourth Friday of each September as American Indian Heritage Day.



American Indian Heritage Day

(FOURTH FRIDAY OF EACH SEPTEMBER)

Senate Bill 117

Introduced by Nelson, Stang, Whitehead, Hurdle, Stovall, Heavy Runner, Pease and Emerson by request of the Committee on Indian Affairs.

A bill for an act entitled "An act designating the fourth Friday in September of each year as "American Indian Heritage Day" in the State of Montana: amending Section 20-1-306, MCA; and providing an immediate effective date."

WHEREAS, Article X Section 1(2), of the Montana Constitution recognizes the distinct and unique cultural heritage of the American Indians and commits the state in its educational goals to the preservation of their cultural integrity, and

WHEREAS, the 1975 Legislature enacted House Joint Resolution No. 57, designating the fourth Friday in September of each year as "Native American Day"; and

WHEREAS, despite the resolution, the knowledge of this important history and culture is gradually being lost to citizens of the State of Montana to the detriment of both American and non-Indian citizens of the State of Montana, and

WHEREAS, the history and culture of American Indians are an integral part of the history of the nation and the State of Montana, and

WHEREAS, the Legislature recognizes that all Montanans have an invaluable opportunity for cultural enrichment through contact with the culture and philosophy of American Indians.

BE IT ENACTED BY THE STATE OF MONTANA:

Section 1. Section 20-1-306 MCA is amended to read:

"20-1-306. Commemorative exercises on certain days. (All districts shall conduct appropriate exercises during the school day on the following commemorative days:

(a) Lincoln's Birthday (February 12);
(b) Washington's Birthday (February 22);
(c) Arbor Day (1st Friday in April);
(d) Flag Day (June 14);
(e) Citizenship Day (September 17);
(f) American Indian Heritage Day (fourth Friday in September);
(g) Columbus Day (October 12)
(h) Pioneer Day (November 1)
(i) Other days designated by the legislature or governor as legal holidays.

(2) When these commemorative days fall on Saturday or Sunday, exercises may be conducted the preceding Friday."

NEW SECTION. Section 2. Notification of tribal governments. The Secretary of State shall send a copy of (this act) to each tribal government located on the seven Montana reservations and to the Little Shell Chippewa.

NEW SECTION. Section 3. Effective date. [This act] is effective on passage and approval.

Act signed by Governor Racicot April, 1997.

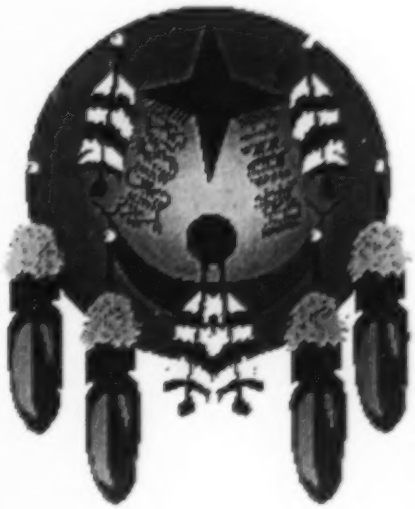
American Indian Heritage Day

(Fourth Friday of Each September)

(APRIL, 1997) SENATE BILL 117 SIGNED INTO LAW BY GOVERNOR RACICOT. THE BILL DESIGNATED THE FOURTH FRIDAY OF EACH SEPTEMBER AS AMERICAN INDIAN HERITAGE DAY. THE DAY HAD PREVIOUSLY BEEN NAMED NATIVE AMERICAN DAY.

THE BILL REQUIRES SCHOOLS TO CONDUCT APPROPRIATE EVENTS TO COMMEMORATE THE DAY AND ROLE OF INDIANS IN MONTANA PAST AND PRESENT. THE MEASURE SAYS THAT DESPITE THE RESOLUTION ADOPTED TWO YEARS AGO, " THE KNOWLEDGE OF THIS IMPORTANT HISTORY AND CULTURE IS GRADUALLY BEING LOST TO CITIZENS OF MONTANA, TO THE DETRIMENT OF BOTH AMERICAN INDIAN AND NON-INDIAN CITIZENS OF THE STATE OF MONTANA."

THE BILL ADDS AMERICAN INDIAN HERITAGE DAY TO THE LIST OF SPECIAL DAYS THAT SCHOOLS MUST COMMEMORATE. OTHERS ON THE LIST INCLUDE LINCOLN AND WASHINGTON'S BIRTHDAYS, FLAG DAY, COLUMBUS DAY AND CITIZENSHIP DAY.



Bibliographies and Reference Books

Adult, Secondary and Children's Books Books on Montana and Other Tribal Groups

Included in this section are books and reference materials about Indians of Montana, as well as tribal groups from througout the Americas. The books contain information on a wide spectrum of topics and subject areas. Books are separated into adult and secondary, and children's levels.

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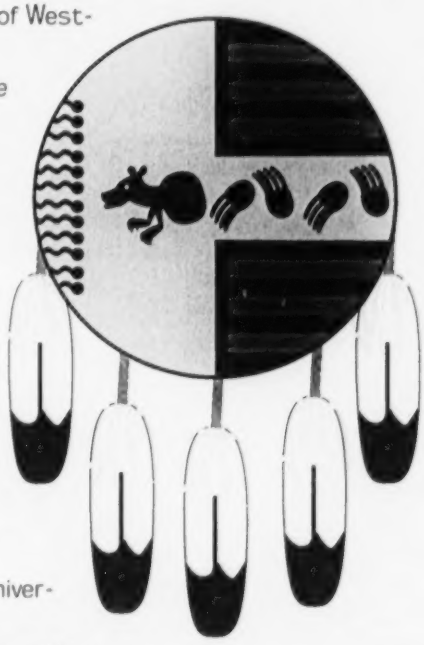

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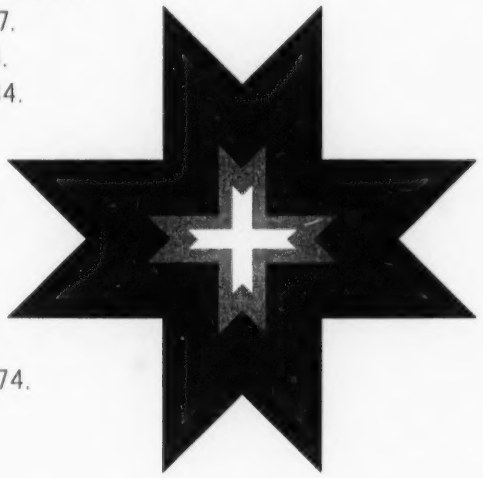

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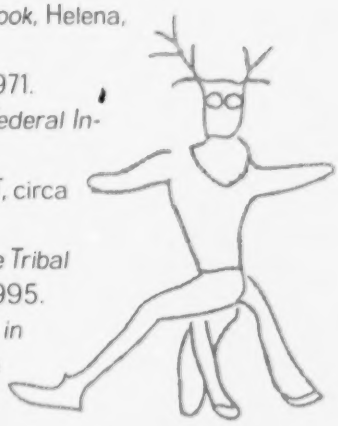

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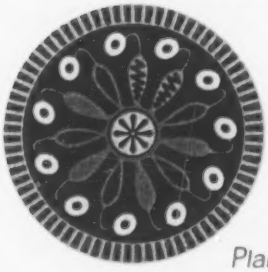

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End of Summer	Crow
Pat Learns About Wild Peppermint	Blackfeet
Grandma Rides in the Parade	Crow
The Bob Tailed Coyote	Northern Cheyenne
Coyote and the Man Who Sits on Top	Salish-Kootenai
The Crow	Assiniboine-Sioux
Teepee, Sun and Time	Crow
Water Story	Crow
Napi and the Bull Berries	Blackfeet

The Indian Reading Series; *Stories and Legends of the Northwest* (L- V):

The Blacktail Dance	Blackfeet
How the Marten Got His Spots	Salish-Kootenai
How the Morning and Evening Star Came to Be	Assiniboine-Sioux
Coyote and Trout	Salish-Kootenai
Inkdomi and the Buffalo	Assiniboine
The Wild Buffalo Ride	Blackfeet
I am a Rock	Crow
Old Man Napi	Blackfeet
The Turtle Went to War	Assiniboine

Stories and Legends of the Northwest (L- III):

Assiniboine Women Making Grease	Assiniboine
How the Summer Season Came	Assiniboine
Little Weasel's Dream	Kootenai
Bear Tepee	Northern Cheyenne
Owl Boy	Sioux
Pet Crow	Sioux
Seeking a Spirit	Kootenai
Moosehide Robe Women	Sioux
Coyote Gets Lovesick	Salish
Napi's Journey	Blackfeet
Owl's Eyes	Kootenai
Coyote and Raven	Salish
Tepee Making	Kootenai
Coyote's Dry Meat Turns to Live Deer	Salish
Warrior People	Blackfeet

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Little Ghost Bull	Northern Cheyenne
The Story of a Fire Maker	Northern Cheyenne
Ghost Women	Blackfeet
The Skull Story	Blackfeet
Mary Quennquesue's Love Story	Flathead
The True Story of a Ghost	Assiniboine-Sioux
A Young Warrior	Assiniboine-Sioux
Buffalo of the Flatheads	Flathead
Broken Shoulder	Gros Ventre
How the Big Dipper Came and the North Star Came to Be	Assiniboine-Sioux
Duckhead Necklace	Assiniboine
Indian Love Story	Assiniboine
White Rabbit	Assiniboine-Sioux
The Lone Pine Tree	Blackfeet
The Lodge Journey	Blackfeet
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Red Bird's Death	Gros Ventre

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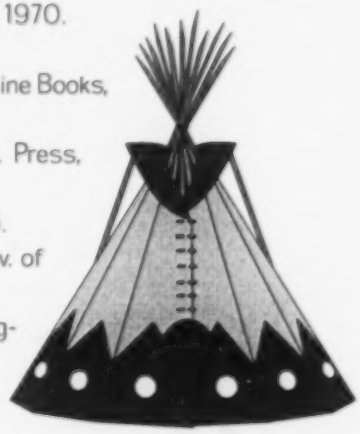

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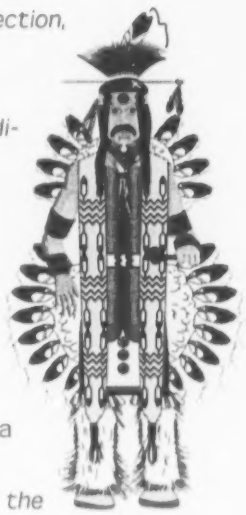

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Maps and Miscellaneous Information

A look at what the buffalo meant to the Native American

HIDE

BUCKSKIN

MOCCASIN TOPS
CRADLES
WINTER ROBES
BEDDING
BREECHCLOTHS
SHIRTS
LEGGINGS
BELTS
DRESSESS
PIPE BAGS
POUCHES
PAINT BAGS
QUIVERS
TIPI COVERS
GUN CASES
LANCE COVERS
COUP FLAG COVERS
DOLLS
SUIT CASES
GAMES
WEAPON WRAPS

HAIR

HEADDRESSES
SADDLE PAD FILLER
PILLOWS
ROPES
ORNAMENTS
HALTERS
MEDICINE BALLS
GAME BALLS

HORNS

CUPS
FIRE CARRIER
POWDERHORN
SPOONS
AWLS
LADLES
SIGNALS
TOYS
GAMES

RAWHIDE

CONTAINERS
CLOTHING
HEADDRESSES
FOOD
MEDICINE BAGS
SHIELDS
BUCKETS
MOCCASIN SOLES
RATTLESDRUMS/DRUMSTICKS
SPLINTS
CINCES
(EVERY PART EATEN)
ROPES
THONGS
SADDLES/STIRRUPS
WEAPONS
KNIFE CASES
BULL BOAT
QUIRTS
SNOWSHOE STRINGS
LANCE CASES
HORSE MASKS
HORSE ORNAMENTS
BULLET POUCHES

TAIL

MEDICINE SWITCH
CEREMONIAL STAFF
DANCE OUTFITS
WHIPS
LODGE DECORATIONS
PAINT BRUSHES

SKIN OF HIND LEG

BOOTS AND MOCCASINS

HOOF & FEET

GLUE
RATTLES

MEAT

MADE PEMMICAN
HUMP AND RIBS
MADE (JERKY) DRY MEAT
INNER PARTS

BONES

KNIVES
ARROWHEADS
SHOVELS
SPLINTS
WINTER SHEDS
ARROW STRAIGHTNERS
SADDLE TREES
WAR CLUBS
SCRAPPERS
QUIRTS
AWLS
PAINT BRUSHES
DICE GAMES

WHOLE ANIMAL

SYMBOLS
RELIGION

BUFFALO CHIPS

FUEL
CEREMONIAL SMOKE
SIGNALS

4-CHAMBERED
STOMACH

MEDICINES FOR
FROST BITE AND SKIN
DISEASES
LINER FOR CARRYING
WATER
COOKING VESSEL

MUSCLES

SINEW
BOWS
THREAD
ARROWS
CINCES
GLUE

BLADDER

SINEW POUCHES
QUILL POUCHES
SMALL MEDICINE BAGS

PAUNCH

LINING USED FOR:
BUCKETS
CUPS
BASINS
DISHES

SKULL

CEREMONIES
SUN DANCE
PRAYER
USE BRAINS FOR
TANNING OR EATING

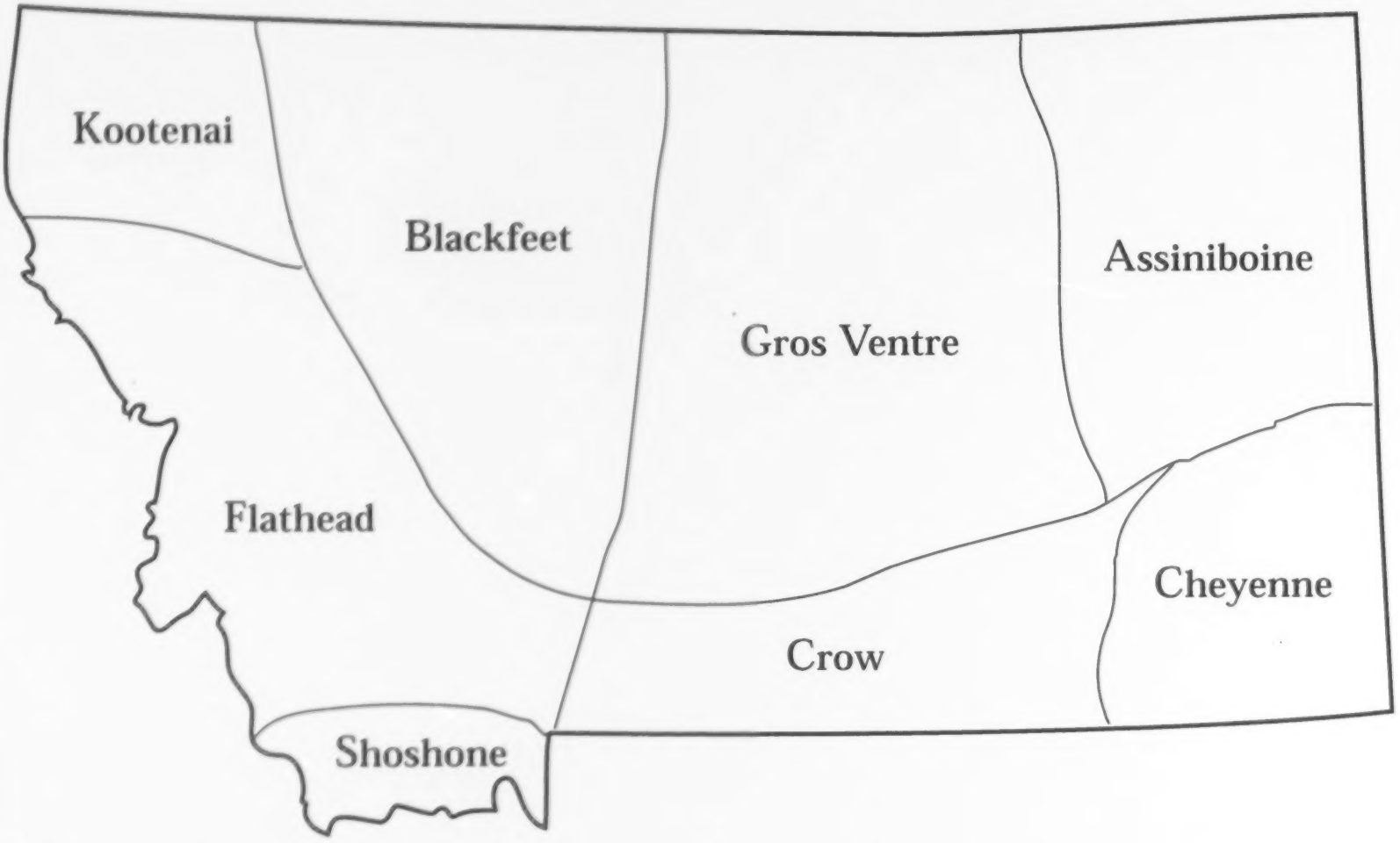
TONGUE

EATEN AS DELICACY

BEARD

ORNAMENTATION
PAINT BRUSHES

Early Tribal Distribution
(about 1850)



Native American Education

(Education Unit)

Date:_____

Name:_____Title/Topic:_____

Grade Level or Intended Audience:_____

I. Introduction, statement of need or purpose:
(Why are you doing what you are doing?)

II. Amount of time required:

III. State clearly student centered objectives:
(What do you plan to do?)

IV. Materials Needed:

V. Methodology and Procedure:
(What are you going to do to carry out your plan/objectives?)

VI. Evaluation Process:
(How will you know when you have accomplished what you have planned?)

VII. References and Bibliography Sources:
(What information and materials have you used in completing your unit?)

Education Unit

(Directions)

I. Introduction: State the need or purpose for which the unit is intended. This section should identify and discuss the need which motivates your interest or desire to initiate this unit. The statement of need offers an introduction which describes the purpose and answers the question: Why are you doing what you are going to do? Your unit should be functional and be used by others who may have a similar need.

II. Time Required: State the approximate time that will be required for students to complete the unit.

III. Student Centered Objectives: List clearly, in measurable terms, what you expect the student to achieve in carrying out the purpose of the unit.

IV. Materials Needed: This section will include all materials and resources needed to complete the project.

V. Methodology and Procedure: List activities, instructions, guided practices and general managerial procedures which should be used in carrying out our intent of the project. This section should offer a detailed account for: What will you use from what you have learned from the class, and what is your plan of action in response to the identified need?

VI. Evaluation Process: Explain your process for evaluation. This section should answer the question: How will you know that your efforts and intended objectives have been achieved? What will you use as a measurement device? You might use several methods to determine evaluation. They could include testing, reports, measured performance, etc.

VII. Reference or Bibliography Sources: Include a bibliography or suggested reading source which elaborates or supports your summary of knowledge of the topic you have chosen. Use footnotes when applicable. If possible, the materials should be accessible to those who might use your unit.